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General and complete disarmament

Disarmament and non-proliferation education

Report of the Secretary-General

Summary

The present report is submitted pursuant to General Assembly resolution 57/60, in which the Assembly requested the Secretary-General to report on the implementation of the recommendations of the United Nations study on disarmament and non-proliferation education. It gives information received from Member States, on statements made in the First Committee on activities of the United Nations and other international organizations and by non-governmental organizations. It relates that information to the 34 recommendations made in the United Nations study and should be read in conjunction with them.

Among the many initiatives reported to the Secretary-General, one conceived and carried out by students in N'Guigmi, Niger, in April 2004 stands out. In imitation of the arms collection projects under way by the United Nations Development Programme in their country, students organized a collection not of guns but knives from their fellow students and invited teachers and community members for a symbolic and celebratory Flame of Peace.

* A/59/150.

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I. Introduction

1. In its resolution 57/60 of 22 November 2002, entitled "United Nations study on disarmament and non-proliferation education", the General Assembly requested the Secretary-General to prepare a report reviewing the results of the implementation of the recommendations contained in the United Nations study, prepared by the Secretary-General with the assistance of governmental experts (A/57/124), and to submit it to the Assembly at its fifty-ninth session.

2. In recommendation 31 of the study Member States were encouraged to inform the Department for Disarmament Affairs on steps taken to implement the recommendations contained in the report. The present report contains information on the implementation of the recommendations of the study received by the Secretary-General from Member States, the United Nations and other international organizations and non-governmental organizations. It should be read in conjunction with the 34 recommendations of the United Nations study.

II. Implementation of the recommendations by Member States

A. Replies received from Member States

Hungary

[Original: English]
[23 June 2004]

Recommendation 1

1. The Republic of Hungary accords high importance to disarmament and non-proliferation education and training in its policies. That political commitment is demonstrated through, inter alia, Hungary's co-sponsorship of relevant working papers submitted to the second and third sessions of the Preparatory Committee for the 2005 Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons (NPT/CONF.2005/PC.II/WP.18 and NPT/CONF.2005/PC.III/WP.17). The second paper was also circulated as an official document of the Conference on Disarmament.

Recommendation 3

2. Important disarmament and non-proliferation educational material and publications are available in Hungarian. The Hungarian version of the publication of the United Nations Institute for Disarmament Research (UNIDIR), entitled *Coming to Terms with Security: a Lexicon for Arms Control, Disarmament and Confidence-Building*[1] was published in 2003. It is the result of teamwork between governmental and non-governmental experts. The Ministry of Foreign Affairs of the Republic of Hungary published its own handbook on multilateral arms control and export control regimes, written and compiled by the experts of the Ministry's Department for Arms Control and Non-Proliferation. The handbook has been widely used not only for the

[1] UNIDIR/2001/16.

training of Hungarian diplomats, but also as a textbook for relevant educational courses.

Recommendations 28 and 29

3. It is to be noted that the curricula of the various international relations courses of Hungarian universities and colleges contain elements on disarmament and non-proliferation. A wide range of governmental experts regularly give lectures on the topic and the National Defence University also accords high priority to such issues. The public has access to elements of Hungary's non-proliferation policy on the web site of the Ministry of Foreign Affairs (www.kulugyminiszterium.hu) and work is currently under way to make the non-proliferation handbook available on the Internet in electronic format.

Mexico

[Original: Spanish]
[25 June 2004]

1. Mexico is firmly attached to its pacifist approach and is an active proponent of disarmament and non-proliferation education as an effective means of helping to achieve the vital objective of general and complete disarmament under strict and effective international control. It believes that it has never been so critical to provide such education, particularly where it relates to nuclear arms and other weapons of mass destruction, as the United Nations study on disarmament and non-proliferation education itself points out. Accordingly, Mexico thinks it essential and urgent to take action to promote a culture of disarmament and is calling on the international community to increase its efforts to free present and future generations from the scourge of war.

2. It was with those aims in mind that Ambassador Miguel Marín Bosch, member of the Advisory Board on Disarmament Matters, put forward the recommendation to entrust a group of governmental experts with the task of drawing up a study on disarmament and non-proliferation education. The group was established by the General Assembly and subsequently chaired by Ambassador Marín Bosch.

3. The United Nations study on disarmament and non-proliferation education was submitted to the General Assembly in 2002. Mexico regards it as very important that that main body of the Organization should have endorsed the recommendations of the study in its resolution 57/60, adopted without a vote.

4. Mexico has taken the following steps to implement the recommendations of the United Nations study on disarmament and non-proliferation education:

(a) The Government has begun the process of establishing a chair of the United Nations Educational, Scientific and Cultural Organization (UNESCO) for disarmament and non-proliferation education at a higher education institution in Mexico;

(b) Mexico plans to incorporate the topic into the primary education curriculum in collaboration with the Ministry of Public Education;

(c) During the preparatory process for the 2005 Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons (NPT), Mexico

has joined other countries in putting forward working papers on disarmament and non-proliferation education;

(d) Through resolutions, Mexico has promoted the inclusion of the topic in the agendas of various international and regional forums such as the Organization of American States and the Agency for the Prohibition of Nuclear Weapons in Latin America and the Caribbean;

(e) Mexico has benefited from the United Nations Disarmament Fellowship, Training and Advisory Services Programme, which has provided training for several generations of Mexican diplomats who are now involved in determining foreign policy in disarmament and non-proliferation matters within the Mexican Ministry of Foreign Affairs or are attached to Mexican delegations and missions abroad which deal with international disarmament forums and bodies;

(f) Conscious of the important role of electronic channels in furthering these goals, the Ministry of Foreign Affairs intends to place a disarmament and non-proliferation portal on its web site;

(g) In the non-governmental sphere, Ambassador Miguel Marín Bosch, now retired from the Mexican foreign service, has continued promoting disarmament education in academic circles; in 2003, he taught a course on disarmament and international security at the Department of International Relations of the Iberoamerican University, based in Mexico City;

(h) As part of other efforts to incorporate disarmament issues into the curriculums of educational institutions, researchers and specialists working with the Government arranged for the Juan Salvador Agraz Chair of Chemical Sciences at the Faculty of Chemistry at the National Autonomous University of Mexico to take on the project entitled "The Chemical Weapons Convention and its effect on the Mexican chemical industry";

(i) The Faculty of Chemistry at the National Autonomous University of Mexico has promoted the discussion of disarmament and non-proliferation in academic and parliamentary circles. Mexican chemical-weapons experts chosen to carry out inspections in Iraq have given lectures, published articles and taken part in radio programmes on issues connected with banning chemical weapons.

5. Mexico believes that disarmament and non-proliferation education as a foreign policy objective will be reflected in the conscience of present and future generations, to the benefit of all mankind.

New Zealand

[Original: English]
[19 July 2004]

General support for the United Nations study on disarmament and non-proliferation education

1. New Zealand believes that disarmament and non-proliferation education is a vital but underdeveloped activity for the promotion and achievement of sustainable peace, disarmament and non-proliferation. New Zealand therefore co-sponsored General Assembly resolution 55/33 E of 20 November 2000, in which the Assembly requested the Secretary-General to prepare, with the assistance of a group of

qualified governmental experts, a study on disarmament and non-proliferation, and resolution 57/60, which welcomed the report of the Secretary-General (A/57/124).

2. New Zealand had the honour to be represented on the group of experts established pursuant to resolution 55/33 E, by Kate Dewes, an expert and practitioner in peace and disarmament education.

3. New Zealand welcomes the conclusions and recommendations of the report of the Secretary-General, is committed to implement those recommendations directed to States and to assist the implementation of other recommendations by relevant authorities and encourages all States to do likewise.

Implementation by New Zealand of the recommendations relevant to States

Recommendation 1

4. The New Zealand Ministry of Education has incorporated peace education into its national curriculum as part of a number of curriculum areas. Disarmament and non-proliferation education is included as part of the wider area of peace education.

5. In 2003, the Ministry of Education, with the assistance of the Foundation for Peace Studies Aotearoa New Zealand, produced an information pamphlet for teachers entitled "Peace education in schools" (appendix I),[2] which was distributed to every school and kindergarten in the country, accompanied by a letter from the Minister for Disarmament and Arms Control and the Minister of Education. The pamphlet includes ideas and examples of peace education in practice, including disarmament education activities in schools.

6. The Ministry of Foreign Affairs and Trade undertook a number of disarmament and non-proliferation education activities during 2003-2004, including:

(a) Briefing high-school students participating in Model United Nations events on disarmament activities at the United Nations;

(b) Producing a guide to disarmament and New Zealand's role for the wider public;

(c) Providing briefings for non-governmental organizations involved in disarmament activities;

(d) Providing research materials for non-governmental organizations (NGOs) involved in disarmament activities.

7. New Zealand also supports disarmament and non-proliferation education through the Peace and Disarmament Education Trust, which provides funds for scholarships related to peace and disarmament and also distributes funds to NGOs for peace and disarmament education projects. A list of projects supported in 2003-2004 is attached as appendix II.[2]

8. A first-year peace studies course at the University of Canterbury was re-established in 2002. It covers topics such as non-violence, conflict resolution, peace movements, human rights, the war on terrorism, United Nations mechanisms and a range of disarmament and non-proliferation issues. In 2005, a full peace and

[2] The full report and its appendices are available for consultation upon request in the Department for Disarmament Affairs.

development studies course will be available in the University's Sociology Department.

9. New Zealand established a Public Advisory Committee on Disarmament and Arms Control in 1987 under the New Zealand Nuclear Free Zone, Disarmament and Arms Control Act. The Act states that the functions of the Advisory Committee are:

> "(a) To advise the Minister of Foreign Affairs on such aspects of disarmament and arms control matters as it thinks fit;
>
> "(b) To advise the Prime Minister on the implementation of this Act;
>
> "(c) To publish from time to time public reports in relation to disarmament and arms control matters and on the implementation of this Act;
>
> "(d) To make such recommendations as it thinks fit for the granting of money from such fund or funds as may be established for the purpose of promoting greater public understanding of disarmament and arms control matters."

10. The Advisory Committee meets, as a committee, three times per year with the Minister for Disarmament and Arms Control, to consider disarmament issues, provide advice for the government and decide on funding allocations from the Peace and Disarmament Education Trust. Members also provide informal advice to the Minister for Disarmament and Arms Control, the Minister of Foreign Affairs and Trade and the Prime Minister throughout the year.

11. The Ministry of Education pamphlet "Peace education in schools" was designed primarily in order to inform teachers of peace and disarmament education ideas and practices in schools, but is also able to be used in informing other States, international organizations and civil society about practices in Aotearoa New Zealand. The pamphlet has thus been distributed to all Member States, to the Department for Disarmament Affairs, to other appropriate international organizations and to civil society organizations working in the field of disarmament and non-proliferation education.

Recommendation 4

12. The Minister for Disarmament and Arms Control and the Minister of Foreign Affairs and Trade have both delivered public speeches and statements on issues relevant to disarmament and non-proliferation over the past year, with widespread media distribution (radio, television and Internet) following in each case. The Ministry of Foreign Affairs and Trade continues to explore opportunities for greater engagement with academic institutions and research centres, both internationally and domestically. The Disarmament Division of the Ministry of Foreign Affairs and Trade has increased outreach to industry, through person-to-person contact, print media and the Internet on export controls regulating the transfer of items identified on New Zealand's Strategic Goods List, a vital aspect of non-proliferation education.

Recommendation 6

13. As mentioned above, the Ministry of Education pamphlet "Peace education in schools" was forwarded to the Department for Disarmament Affairs for its consideration and potential dissemination. The Disarmament Division of the

Ministry of Foreign Affairs and Trade has undertaken to forward any relevant disarmament and non-proliferation curricula and programmes that are brought to their attention.

Recommendation 8

14. New Zealand appointed NGO advisers to the Third, Fourth and Fifth Meetings of the States Parties to the Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-personnel Mines and on Their Destruction (held in Managua, Geneva and Bangkok in 2001, 2002 and 2003, respectively). New Zealand also included an NGO adviser to the biennial follow-up meeting on the Programme of Action on Small Arms and Light Weapons (New York, 2003). New Zealand intends to appoint an NGO adviser to the 2005 Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons in New York.

Recommendation 10

15. New Zealand has supported the related initiative, Mayors for Peace, which calls specifically for negotiations leading to the abolition of nuclear weapons. New Zealand co-sponsored Mayors for Peace activities at the 2004 Preparatory Committee Meeting for the 2005 Non-Proliferation Treaty Review Conference and has supported New Zealand mayors to take an active role in the Mayors for Peace programme.

16. Christchurch became an active Peace City in 2002 and is in the process of establishing a peace park, a peace archive collection and a peace library. It has a peace web site (www.ccc.govt.nz/christchurch/peacecity) and has formalized friendship links with Hiroshima and Nagasaki and organized an exhibition from those cities in the museum.

Recommendation 12

17. Religious institutions are among those who have successfully applied for funding through the Peace and Disarmament Education Trust (see appendix II).[2]

Recommendation 13

18. New Zealand has increased cooperation, reciprocal training and information exchange among those agencies responsible for upholding New Zealand's international obligations in the disarmament and non-proliferation field. The New Zealand Customs, the Ministry of Defence, the New Zealand Police, the New Zealand Chemical Industry Council, the Defence Industry Association, the Environmental Risk Management Authority and the Ministry of Foreign Affairs and Trade have improved systems for working jointly on patrolling New Zealand's export controls, which translate into action New Zealand's obligations with respect to the management of strategic goods in the major disarmament and non-proliferation treaties and control regimes. The Ministry of Foreign Affairs and Trade has a considerable educational role in such activities, making sure that all agencies are aware of the specific obligations imposed by each treaty and regime.

19. New Zealand also supports and facilitates regional conferences with international organizations to promote training and awareness in relevant disarmament and non-proliferation topics. For example, New Zealand supported the

Comprehensive Test Ban Treaty organization's pacific workshop in 2003 and offered to provide legislative drafting assistance and training to Pacific States to facilitate ratification of the Treaty. New Zealand is looking at ways to follow up on the Organization for the Prohibition of Chemical Weapons workshop, held in Nadi, Fiji, in June 2004. New Zealand is also working with the International Atomic Energy Agency (IAEA) on a possible regional seminar addressing nuclear safeguards and security, which aims to promote greater awareness and improved nuclear/radioactive material protection systems among Pacific Island Governments. The conference would also include training opportunities for scientific and engineering communities in the Pacific.

Recommendation 17

20. The Government provides targeted briefing for journalists on issues of relevance to disarmament and non-proliferation. This is facilitated primarily through the Minister for Disarmament and Arms Control and the Minister for Foreign Affairs and Trade and is focused on specific projects and events (such as New Zealand's contribution to destruction of chemical weapons in the Russian Federation as part of the Global Partnership against Weapons of Mass Destruction or New Zealand's participation in the review process of the Nuclear Non-Proliferation Treaty).[3] The Ministry for Foreign Affairs and Trade also undertakes a media facilitation role in tandem with Ministers' offices to ensure accurate and timely dissemination of such information.

Recommendation 20

21. New Zealand provides scholarships, through the Peace and Disarmament Education Trust, to support appropriate postgraduate research by master's and doctoral students at New Zealand and overseas universities (see appendix III).[2]

Recommendation 28

22. This issue is under consideration. The Department for Disarmament Affairs will be advised in due course.

Recommendation 31

23. Discussions are ongoing as to where the focal point for disarmament and non-proliferation education training could most appropriately be placed. The Department for Disarmament Affairs will be advised in due course.

Recommendation 33

24. New Zealand will include a brief statement on implementation of the study's recommendations in its remarks to the First Committee of the General Assembly at its fifty-ninth session.

[3] United Nations, *Treaty Series*, vol. 729, No. 10485.

Russian Federation

[Original: Russian]
[12 July 2004]

1. With the growing threat of the proliferation of weapons of mass destruction and the possibility that they may fall into the hands of terrorists, the question of disarmament and non-proliferation education is becoming particularly urgent. Our position in this regard is that such education cannot only make a positive contribution to the training and advanced training of experts in the field of non-proliferation but can also have a beneficial effect on the outlook of people, particularly the young generation.

2. The Russian Federation attaches considerable significance to General Assembly resolution 57/60 of 12 November 2002, which deals with the importance of education in the area of disarmament and arms control. Russian State academic institutions and non-governmental organizations have been consistently developing programmes linked to education, training and advanced training in the aforementioned fields. The need to train specialists in the area of non-proliferation was noted by Russian Federation President V. V. Putin at a meeting of the Russian Security Council on 3 December 2003.

3. In recent years, the Russian Federation has significantly increased the number of educational projects and information resources that make it possible to acquire the necessary knowledge in the field of disarmament and non-proliferation.

4. It should be noted in this context that, at the present time, the Russian Federation is one of the European leaders in terms of the number of such programmes, first of all, in the area of nuclear non-proliferation.

5. At the present time, the following educational programmes are being conducted in the field of disarmament and non-proliferation:

(a) In 1997, the Moscow Engineering and Physics Institute established a master's degree programme in the field of the technical problems of non-proliferation;

(b) Since 2000, the Centre for Export Controls has been conducting monthly educational seminars at defence-complex enterprises which manufacture dual-use products in order to train personnel for the purpose of improving export-control systems within firms. In addition, the Centre holds annual seminars on export-control issues and techniques in Russian higher educational institutions, including the Russian Federation's major regional universities;

(c) In 2001, the Russian Ministry of Education approved the new speciality "Security and non-proliferation of nuclear materials" and included it in the corresponding register for Russian technical institutions of higher education. Training in this speciality was successfully begun in the Moscow Engineering and Physics Institute in 2001 and the Tomsk Polytechnical University in 2002;

(d) Each year since 2001, the Centre for Political Studies in Russia (PIR Centre) has been conducting week-long advanced-training courses for experts in the field of non-proliferation from among the personnel of relevant Russian ministries and departments;

(e) In 2001, the Centre for International Security was established at the Institute for World Economics and International Relations of the Russian Academy of Sciences; the Centre's publications, which are devoted to current problems of international security and non-proliferation, are making a vital contribution to the education of society;

(f) Since 2001, the Diplomatic Academy of the Russian Ministry of Foreign Affairs has been conducting short-term advanced-training courses for specialists dealing with disarmament problems;

(g) In 2002, a two-volume manual on nuclear non-proliferation was prepared and published; it was approved and confirmed as a textbook for higher educational institutions (publisher: the PIR Centre);

(h) Since 2002, the PIR Centre has been conducting a programme of lecture courses for regional higher-educational institutions, and the Centre's experts developed and put into operation in 2003 a distance-learning programme in Russian in the area of non-proliferation,

(i) Since 2003, the Centre for Export Controls has been conducting monthly seminars for customs-service personnel and quarterly international conferences/symposiums in various regions of the Russian Federation with the aim of improving the system of export and customs controls and the exchange of experience in these areas;

(j) Since 2003, the PIR Centre has been carrying out an advanced-training programme for teachers in the area of non-proliferation.

6. We believe that, taking into account the experience gained in the Russian Federation, the following may be of interest for developing educational programmes in the disarmament and non-proliferation field in other countries:

(a) Use of methodological materials developed in the Russian Federation for setting up similar lecture courses abroad, primarily in the countries of the Commonwealth of Independent States (CIS);

(b) Training periods for representatives of foreign countries in Russian organizations dealing with questions relating to disarmament and non-proliferation education for the purpose of becoming acquainted with Russian experience in this field;

(c) Holding, with the support of the United Nations Department for Disarmament Affairs, annual international conferences on teaching methodology in order to exchange experience on questions relating to non-proliferation education;

(d) Developing, together with the International Atomic Energy Agency (IAEA), a programme for a model course on the problems of non-proliferation that could be used in the Russian Federation and CIS countries; the holding of an international school-seminar and educational courses for foreign nationals, according to needs and with the Agency's financial support, could be another possible area of cooperation with IAEA;

(e) Making use of the possibilities provided by the Organization for the Prohibition of Chemical Weapons (OPCW) and United Nations regional disarmament centres in order to promote the ideas of disarmament and non-proliferation.

7. In the opinion of the Russian Federation, there is a need for broader participation on the part of non-governmental organizations and private funds specializing in disarmament and non-proliferation problems in order to increase the number and improve the quality of educational programmes in the field of disarmament and non-proliferation.

Sweden

[Original: English]
[29 June 2004]

1. Sweden agrees with the conclusion on the United Nations study on disarmament and non-proliferation education that the need has never been greater for such education, especially on weapons of mass destruction, but also in the field of small arms and light weapons, terrorism and other challenges to international security and the process of disarmament.

2. The fact that the cold war is now a matter of the past must not lead to complacency — we are faced with new challenges and threats and to a certain extent with new actors. While the existence of weapons of mass destruction remains the greatest threat, our awareness of their possible deployment by non-state actors is comparatively new. While the threat of weapons of mass destruction is frightening, the truth is that small arms and light weapons do most of the killing.

3. In order to face old and new challenges and to prevent results in disarmament agreements and treaties from being rolled back, the support of an educated and enlightened general public is vital. It is particularly important to ensure the commitment of the younger generations.

4. The amount of information produced by Governments, international organizations and NGOs is impressive, as is its dissemination. When it comes to a more active information and education role, the Government of Sweden has found cooperation with civil society to be particularly effective and has given financial support to information activities by NGOs for many years.

5. In the year under review, the Government has found a large-scale project to increase knowledge about weapons of mass destruction and common international security among large groups of young people from political groups and other NGOs particularly interesting, and will contribute to it financially.

6. In more general terms, information about disarmament forms and integral part of history and political science education in the Swedish school system.

7. When it comes to its own policy in the field of disarmament and non-proliferation, the Government of Sweden has a chapter on disarmament and non-proliferation on its web site — in addition to its regular activities such as speeches and lectures.

8. In addition, Sweden was among the co-sponsors of working papers on disarmament and non-proliferation education submitted to the Preparatory Committee for the 2005 Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons, in both 2003 and 2004. The aim of those working papers is to promote the objectives of the Non-Proliferation Treaty in the

implementation of the United Nations study on disarmament and non-proliferation education.

Venezuela

[Original: Spanish]
[29 June 2004]

1. The Government of the Bolivarian Republic of Venezuela considers that establishing a culture of peace in all areas of society, at both the national and international level, is essential in order to guide the destiny of the world towards disarmament and non-proliferation for the purpose of thus creating an environment conducive to consolidating the links between world peace, overall security and the possibility of sustainable development with social justice.

2. The Government of the Bolivian Republic of Venezuela believes that poverty and exclusion are among the main causes of States' internal conflict and instability, and therefore deserve more international attention and action.

3. The Government of Venezuela's plans for action in the social field emphasize education and integration. They include programmes such as Misión Robinson I and Misión Robinson II (mass literacy campaigns), and Misión Ribas, Misión Sucre and Misión Universidad Bolivariana (which encourage individuals to embark on, remain in, and finish primary, secondary and university studies, respectively). All are intended to reverse the process of excluding the most needy, in accordance with the National Economic and Social Development Plan for 2001-2007, particularly from the point of view of social balance. Among other things, this will help to reduce the tendency among the most vulnerable members of society to become links in the chain of international trafficking in small arms and light weapons.

4. These mass-education programmes place great emphasis on the study and analysis of the fundamental values set out in the Bolivarian Constitution, including peace, integration, rejection of war, peaceful dispute settlement and establishing a fairer and more balanced world based on respect for cultural, ethnic and gender diversity.

5. The Bolivarian Republic of Venezuela takes the view that the concepts of disarmament and non-proliferation should be thought of and disseminated in a comprehensive way, and that States' proposals and action in that field must therefore demonstrate consistency and commitment.

6. In this respect, disarmament and non-proliferation education must emphasize the role and relevance of the multilateral disarmament system of the United Nations, the First Committee in general and the Disarmament Commission in particular. Such an approach will have the effect of consolidating a global awareness that that international system is vitally important. The Government of Venezuela therefore reiterates its commitment to disseminating through every level of Venezuelan society the national and international values of peace, non-violence and rejection of war established in the country's Constitution.

B. First Committee

Recommendation 33

3. During the general debate and the thematic discussions in the First Committee of the General Assembly at its fifty-eighth session, statements in support of disarmament and non-proliferation education were made by Canada, India, Germany, Japan, Mexico, Mongolia, New Zealand and Norway. Several States referred to their initiative introduced at the third session of the Preparatory Committee for the 2005 Review Conference of the States Parties to the Treaty on the Non-Proliferation of Nuclear Weapons (see paras. 5 and 7 below).

Recommendations 1 and 20

4. Canada, in particular, took the opportunity to announce the launch of the Graduate Research Awards for Disarmament, Arms Control and Non-Proliferation in partnership with the Simons Centre for Peace and Disarmament Studies at the University of British Columbia, as well as an undertaking in partnership with the United Nations Association in Canada for a comprehensive disarmament education programme intended for students and teachers at the secondary school-level across Canada (see para. 66 below).

C. Preparatory Committee for the 2005 Review Conference of States Parties to the Treaty on the Non-Proliferation of Nuclear Weapons

Recommendation 1

5. Egypt, Hungary, Japan, Mexico, New Zealand, Peru, Poland and Sweden, as States parties to the Non-Proliferation Treaty, encouraged the 2005 Review Conference to attribute a high level of importance to the United Nations study; to report on educational and training programmes and workshops that included information on the results of review conferences and the work of States parties to implement the Treaty; and to promote a deeper understanding of the Treaty (see NPT/CONF.2005/PC.II/WP.18).

6. In his factual summary of the proceedings of the second session of the Preparatory Committee for the Review Conference, the Chairman reflected the view of States parties that education on disarmament and non-proliferation was important to strengthening disarmament and non-proliferation for future generations (see NPT/CONF.2005/PC.II/50, annex II).

7. Egypt, Hungary, Japan, Mexico, New Zealand, Peru, Poland and Sweden presented a detailed paper to the Preparatory Committee at its third session reviewing the implementation of specific recommendations and encouraging other States to voluntarily share information at the 2005 Review Conference on efforts they had been undertaking in the field of disarmament and non-proliferation education (see NPT/CONF.2005/PC.III/WP.17).

8. The Chairman of the third session presented a paper containing issues and proposals that required further discussion by the Preparatory Committee, which included references to disarmament and non-proliferation education (NPT/CONF.2005/PC.III/WP.30).

III. Implementation of the recommendations by the United Nations and other international organizations

A. Department for Disarmament Affairs

Recommendation 31

9. In early 2003, the Department for Disarmament Affairs of the Secretariat circulated a reminder that the United Nations study had recommended that Governments establish focal points on disarmament education in their Government and that they keep the Department informed about steps taken to implement the recommendations contained in the study. Few Governments have done so. The information received by the Department is contained in section II of the present report.

Recommendation 29

10. The Department for Disarmament Affairs also requested United Nations bodies and other international organizations with special competence in disarmament and non-proliferation to designate a focal point for the subject. Most organizations have done so.

Recommendation 3

11. With the assistance of the Department of Public Information, the Department for Disarmament Affairs produced and widely distributed copies of the United Nations study in a presentation series of studies, in the six official languages.[4]

Recommendation 29

12. The Department for Disarmament Affairs hosted two inter-agency task forces, in July 2003 and February 2004, with a view to stimulating further implementation of the recommendations and coordinating United Nations action in that regard. Non-governmental educational practitioners were invited to participate. The meetings stimulated interest in creating programmes on disarmament and non-proliferation education and in particular encouraged the efforts of the United Nations University and the United Nations-associated University for Peace (see paras. 44 and 45 below).

Recommendation 18

13. In close coordination with the Global Teaching and Learning Project of the Department of Public Information, the Department for Disarmament Affairs established an Advisory Group on Disarmament and Non-Proliferation Education composed of educators on peace and disarmament with competence in conventional and non-conventional weapons from four regions of the world. The Advisory Group held its first meeting in February 2004, at which it mapped out developmentally appropriate peace and disarmament themes and identified best practices at different levels of education in order to enhance the United Nations Cyberschoolbus web site with disarmament and non-proliferation content.

[4] United Nations publication, Sales No. E.03.IX.4.

Recommendation 18

14. The Global Teaching and Learning Project plans to create a disarmament component on the Cyberschoolbus web site, dealing with the entire range of disarmament and non-proliferation issues. The site is aimed at an audience from primary to secondary and thus material must be presented in a manner appropriate for different ages and levels of ability. The Department for Disarmament Affairs is preparing a synthesis of the comments made at the Advisory Group meeting, drawing up a set of recommendations and working with the Department of Public Information to develop the site.

Recommendations 27 and 28

15. The Department for Disarmament Affairs began a small arms education project dealing with education in post-conflict situations and peace-building. The two-year four-country peace and disarmament education project completed its first full year in February 2004. It is being carried out in partnership with the Global Campaign for Peace Education of the Hague Appeal for Peace in Albania, Cambodia, the Niger and Peru, with the financial support of the United Nations Foundation, Andorra, the Czech Republic, Japan, Germany and Sweden. The overall objective of the project is to contribute to the diminution of violence and the weapons that perpetrate it, including contributing to the collection of those weapons when possible and to transform the minds of youth and children to a culture of peace, tolerance and respect for the human rights of others. The project will conclude at the end of January 2005.

16. In April 2004 an unexpected spin-off of the programme occurred in N'Guigmi, the Niger. It was a symbolic Flame of Peace that destroyed not guns, but knives, the weapon of violence in the schools of the region. The initiative did not come from an international organization, but rather locally from students in primary and secondary schools involved in the peace project, who created a village event of the Flame, inviting parents and community leaders to participate in a colourful and meaningful ceremony.

Recommendation 25

17. As a result of the study the Department for Disarmament Affairs began construction of an online education resource site, not yet ready for formal launching.

Recommendation 19

18. The Department for Disarmament Affairs continued to carry out its largest disarmament and non-proliferation training effort, the United Nations programme of fellowship on disarmament, on which a separate report is being submitted to the General Assembly at its fifty-ninth session (A/59/177).

Recommendation 24

19. In New York and Geneva, the Department for Disarmament Affairs trained 23 graduate and undergraduate students participating in various university-related internship programmes. In selecting interns, the Department endeavoured to achieve gender balance and equitable geographical representation, though difficulties continued in increasing the number of interns from developing countries.

Recommendation 30

20. The Department for Disarmament Affairs and UNIDIR briefed the Advisory Board on Disarmament Matters, which serves as the Board of Trustees of the Institute, on a biannual basis on education and training work.

B. Department of Public Information

Recommendations 3 and 4

21. With its new emphasis on educational outreach, the *UN Chronicle* (published quarterly in English and French) has featured numerous educational articles on the need for disarmament and non-proliferation, as well as combating terrorism. Besides regularly highlighting the evolving trends of disarmament initiatives in the debates of the General Assembly and in particular in its First Committee, the magazine has featured articles on the world after 11 September, terrorism, child soldiers and the weaponization of society in West Africa.

Recommendation 23

22. The *UN Works* campaign produced two family-oriented educational documentaries for "What's Going On?" related to the issue of disarmament: one on child soldiers, hosted by Messenger of Peace Michael Douglas, and another on landmines, hosted by Laurence Fishburne. It also created two web site features on both issues with links to the site of the Department for Disarmament Affairs and other partners.

Recommendation 23

23. The United Nations study was covered in radio news programmes as well as radio magazine and feature programmes for regional and worldwide dissemination. Topics ranged from disarmament in crisis to mine clearance to small arms and light weapons in Africa.

C. United Nations Institute for Disarmament Research

Recommendations 2, 3 and 20

24. The programme of work of UNIDIR is aimed at producing and disseminating disarmament research and materials. The Institute publishes *Disarmament Forum* (in English and French, also available online) and a wide range of books and reports. It is receiving an increasing number of requests to use *Disarmament Forum* articles in university courses. It also provides its publications to developing regions at no cost and continuously looks for new universities, libraries and research centres in developing countries to add to its mailing list. Currently the Institute is working to increase the number of university libraries (at institutions with security, disarmament or peace programmes, as well as those underrepresented regionally) on the mailing list.

Recommendations 3 and 28

25. The UNIDIR publication *Coming to Terms with Security: a Lexicon for Arms Control, Disarmament and Confidence-Building*, is available in Arabic, English, Hungarian, Korean and Spanish and being translated into French. UNIDIR is keen to see it translated into other languages, in particular in countries with little tradition of study in the field. A second handbook, *Coming to Terms with Security: a Handbook on Verification and Compliance*, was published in Arabic and English in collaboration with the Verification Research, Training and Information Centre. The handbooks are excellent resources for training courses.

Recommendations 4 and 22

26. The Institute's web site, remodelled in 2002, added a new dimension to outreach activities and enabled target audiences (students, diplomats, governmental representatives, researchers and the media) around the world to access its work. UNIDIR maintains its web site in both English and French.

Recommendation 4

27. The *Lexicon for Arms Control, Disarmament and Confidence-Building* (see para. 25) is a good example of new dissemination methods, with government partners doing a large share of the dissemination at the country level. A growing number of UNIDIR publications are available online in their entirety, together with one-page summaries in two languages. One example of creative dissemination at the community level is a weekly current affairs radio programme in Australia that discusses UNIDIR publications in its broadcasts.

Recommendation 7

28. UNIDIR serves on the Academic Advisory Committee of the United Nations Association in Canada for the disarmament education programme *A World Without Weapons* (see para. 66). It organizes seminars on arms control and disarmament issues for student groups visiting or studying in Geneva.

Recommendation 9

29. The UNIDIR Weapons for Development project examines lessons learned in weapons collection programmes through a participatory methodology. UNDP is collaborating with UNIDIR in its work in the field and UNDP and the Department for Disarmament Affairs serve on the steering committee for the project.

Recommendations 12 and 23

30. From 28 April to 8 May 2003, UNIDIR sponsored an exhibit at the Palais des Nations in Geneva about the scientist and nuclear abolitionist Linus Pauling, co-organized with the Buddhist NGO, Soka Gakkai International. The Institute is examining the possibility of hosting the exhibit "Building a Culture of Peace for the Children of the World" in 2005.

Recommendation 13

31. The Institute hosts an annual fellowship programme during which fellows from four different countries are brought from a single region to work together for six months in Geneva on regional issues. The two regions of focus thus far were South

Asia and the Middle East. Over the next two years, the focus will be on North-East Asia and the Middle East. The Institute also received fellows from the Democratic People's Republic of Korea, the Russian Federation and the League of Arab States. In cooperation with the latter, UNIDIR is undertaking capacity-building and training in border controls in North African States as well as offering support for the focal points on small arms and light weapons. UNIDIR is interested in developing a fellowship programme for researchers from the biotechnology industry to help develop awareness of the complexity and importance of controls on biotechnology in the prevention of biological weapons. Although the current funding environment is not positive, UNIDIR is actively seeking new partnerships, including with the private sector, to permit the programme to continue.

Recommendations 15 and 22

32. UNIDIR and the United Nations Regional Centre for Peace, Disarmament and Development in Latin America and the Caribbean in Lima are establishing a database on small arms and light weapons issues in English and Spanish. This is a component of a larger database on research institutes and researchers that is being compiled by UNIDIR, the Department for Disarmament Affairs, the Regional Centre, the Stockholm International Peace Research Institute and the University of Pittsburgh (United States of America). As mentioned above, *Disarmament Forum*, which is also available online, is published in English and French.

Recommendation 17

33. Materials produced by UNIDIR are used by journalists around the world as expert reference and background material. Through the Geneva Forum, the Institute maintains an electronically based *Media Guide to Disarmament* with a global focus. It contains an up-to-date calendar of disarmament and arms control events in Geneva and around the world, the names and contact details of over 200 experts in 15 areas of disarmament and six geographical regions and links to further useful information on the Internet. Many UNIDIR seminars and meetings are open to the press and it also organizes regular press briefings before and after disarmament conferences and when reports and books are published.

Recommendation 21

34. The Institute is studying possibilities of electronic learning (e-learning). As a first step, it attended the International Security Forum in Zurich in 2002.

Recommendation 24

35. From July 2002 to June 2003, UNIDIR hosted 39 research interns and 15 research fellows from a total of 26 countries and from July 2003 to June 2004 an additional 28 from 16 countries. It also hosts a Canadian junior professional consultant each year and has established partnerships with several universities to host young researchers.

Recommendation 27

36. UNIDIR runs a project to support the moratorium on the exportation, importation and manufacture of small arms and light weapons in West Africa through stimulating intellectual debate on national security policies and the control

of small arms. Along with a range of local NGOs in Liberia and Sierra Leone, the Institute is facilitating a series of research activities, debates and discussions on the notions of security and the role that preventing the spread of small arms could play in national and regional security. In order to support peacekeeping efforts, UNIDIR is beginning a new project to include women in disarmament, demobilization and reintegration processes through better research, training and education in order to further the objectives of Security Council resolution 1325 (2000) of 31 October 2000.

Recommendation 28

37. In cooperation with the UNDP Programme of Assistance and Coordination for Security and Development, UNIDIR recently published a French-language manual on training for security and armed forces in West Africa, entitled *Lutte contre la prolifération des armes légères en Afrique de l'Ouest: manuel de formation des forces armées et de sécurité*.

Recommendation 29

38. The UNIDIR focal point will continue to work on education issues. UNIDIR plans to hold a seminar to assist States in their reporting on the implementation of the recommendations made in the report. UNIDIR is also exploring the possibility of sponsoring additional disarmament and arms control exhibits, possibly bringing exhibits by the Organization for the Prohibition of Chemical Weapons, the Preparatory Commission for the Comprehensive Nuclear-Test-Ban Treaty Organization and IAEA to Geneva. UNIDIR attended the meeting of the United Nations Communications Group in New York in 2003 and provided a list of disarmament-related activities for 2003 and 2004 of interest to the media to be included in the Communication Group's media guide.

D. International Atomic Energy Agency

Recommendations 1 and 14

39. Ensuring the non-proliferation of nuclear weapons through safeguards and verification is one of the three pillars of the activities of IAEA. As such, the Agency has an ongoing policy and practice of promoting non-proliferation education indirectly through various outreach activities such as speaking engagements, briefings, publications, internships and audio-video and film presentations. That effort is also carried out in conjunction with implementation of IAEA General Conference resolutions on strengthening global cooperation in the areas of nuclear education and training aimed at preserving knowledge in the nuclear area, sustaining nuclear infrastructures and fostering science, technology and engineering for enhancing nuclear safety and security.

Recommendations 2 and 17

40. The Director General of IAEA regularly gives speeches around the world at universities, associations, think tanks and other venues on nuclear energy-related issues, with nuclear non-proliferation and nuclear disarmament as major themes. In addition, senior Agency staff regularly make presentations at international scholarly conferences and other international meetings around the world. The Agency routinely conducts briefings for groups visiting its offices in New York, Geneva and

Vienna and, on invitation, at other locations around the world. The composition of the groups varies from students (e.g. Model United Nations programmes at the high-school and university levels) to government officials to representatives of the media and the general public. The Agency hosts an annual seminar for invited representatives of NGOs, focusing on non-proliferation, disarmament and nuclear security. It also conducts educational seminars for journalists to train them to better understand the Agency's verification, safety and security and other activities.

Recommendations 3 and 4

41. The Agency's publications include a quarterly journal, informative brochures, thematic reports, articles and opinion pieces written by the Director General and other Agency staff, examples of which are all available on the Agency's Worldatom web site (http://www.iaea.org), which has been greatly expanded and provides a variety of information on all aspects of the Agency's activities, including in particular its verification activities in support of global nuclear non-proliferation efforts. The Agency's web portal receives on average more than 7 million visits per month, clearly demonstrating its utility for public education and information on the Agency's verification, nuclear safety and security and other activities.

Recommendation 23

42. IAEA has produced, in all United Nations languages, videos on many of its activities, in particular on nuclear verification of non-proliferation undertakings. Agency staff also contribute their expertise to the production of film documentaries, the most recent being "Avoiding Armageddon", which aired in the United States on Public Broadcasting Service (PBS) stations, in addition to footage produced by the major electronic media organizations.

Recommendation 24

43. IAEA provides opportunities for internships for graduate students in the area of nuclear verification, as well as in other departments. Internships at IAEA are not funded by the Agency and are decided on the basis of the merit of the candidates and the needs of the Agency.

E. International Atomic Energy Agency and United Nations University

Recommendation 7

44. A direct result of the United Nations study is the launching of the United Nations University course, on arms control and disarmament, to be held for the first time in Tokyo from 12 to 15 October 2004, in collaboration with IAEA. The course will provide a detailed overview of the principal international treaties and arrangements to combat proliferation of nuclear, biological and chemical weapons, as well as delivery systems — ballistic and cruise missiles. The module covers both non-proliferation and disarmament aspects, relevant regimes, technologies, export controls and related implementation issues. The course will investigate the origins and current status of the nuclear, chemical and biological non-proliferation and disarmament regimes, ballistic and cruise missile controls, verification organizations or nuclear and chemical weapons non-proliferation and the control of weapons in space (see http://www.unu.edu/p&g/anu/2004courses.pdf).

F. University for Peace

Recommendations 7, 14 and 29

45. The University for Peace, a United Nations-associated university, has taken steps to implement relevant recommendations contained in the study. The University developed and taught in the last academic year a disarmament module for degree credit as part of its Master's Programme on International Peace Studies. The course consists of two major segments: (a) weapons of mass destruction, nuclear weaponry and biological and chemical weapons; and (b) small arms and light weapons. It highlighted the dangers inherent in the spread of weapons, both weapons of mass destruction and small arms and light weapons.

46. The disarmament module course will continue to be a part of the Master's Programme in future. The University is now exploring the possibility of a full-fledged master's programme on disarmament and non-proliferation education, subject to the availability of resources and other related factors, and of conducting the course jointly with other institutions.

47. The University for Peace is developing a process for disseminating teaching materials, courses and modules for programmes to partner institutions around the world, using state-of-the-art technology, for the instruction of peace and conflict studies, making it possible for large numbers of students in their home universities to study specific issues. The disarmament and non-proliferation module would be part of the dissemination programme. Similarly, a programme of distance education, "UPEACE GlobalEd", is under development, offering web-based teaching in the major fields, including disarmament, that are the focus of the University's programme.

IV. Implementation of the recommendations by non-governmental organizations

A. Global Guide to Disarmament and Non-Proliferation Education

48. The *Global Guide to Disarmament and Non-Proliferation Education*, initiated as a result of the United Nations study, is now in its third edition. It covers institutes and programmes in several dozen countries and is available both on the Web and in print. Prepared by K. Sullivan and N. Goldring, with the assistance of staff and students of the Program on Global Security and Disarmament of the University of Maryland (United States), it is the most extensive guide in existence to disarmament and non-proliferation education efforts around the world.

B. Consortium on Disarmament and Non-Proliferation Education

Recommendation 20

49. Unfortunately, funding limitations have prevented the full development of the Consortium on Disarmament and Non-Proliferation Education, which would improve communication among groups working on related issues, allowing them to share best practices and increasing the likelihood of successfully implementing disarmament and non-proliferation education programmes. The organizers hope in the future to be able to provide a more positive report on that aspect of their work.

C. Foundation for Peace Studies, New Zealand/Te Tuapapa Rongamau o Aotearoa

50. The Foundation for Peace Studies Aotearoa New Zealand, which was active in the United Nations study, continues to be active in implementation of the recommendations made in it. Activities of the Peace Foundation in relation to specific recommendations of the study are described in brief below.[5]

Recommendation 1

51. The Peace Foundation is actively engaged in the promotion and implementation of peace and disarmament education through teacher workshops and the development and distribution of teaching resources. This includes visits to primary and secondary schools by Peace Foundation educators to display resources, discuss the implementation of peace and disarmament education in schools and to provide sample peace and disarmament education lessons.

52. The Peace Foundation plays an active role in the Public Advisory Committee on Disarmament and Arms Control, which was established by legislation to advise the Government on disarmament issues, including education, and to disperse funds from the Peace and Disarmament Education Trust for peace and disarmament education projects. The Peace Foundation is represented on the Advisory Committee by three of its members.

53. The Peace Foundation worked with the Government of New Zealand to publish a brochure entitled "Peace education in schools", which explains how disarmament education is part of the wider body of peace education, notes how peace and disarmament education is integrated into the Aotearoa New Zealand curriculum, gives ideas and examples of peace and disarmament education in practice, notes specific peace and disarmament dates for observance in schools and lists contacts for peace and disarmament education resources. The brochure was sent to every school and kindergarten in Aotearoa New Zealand, to assist teachers in the implementation of peace and disarmament education. The Peace Foundation also collaborated with the Global Campaign for Peace Education to distribute the brochure to every Member State, through the permanent missions in New York, in order to inform them of some of New Zealand's experience in the area.[6]

[5] The full report and its appendices are available upon request.

[6] The brochure is available upon request.

54. The Peace Foundation encouraged the Government of New Zealand to establish the second week in August — including the anniversaries of the nuclear bombing of Hiroshima and Nagasaki — as Schools Peace Week, a week when schools place a special focus on peace and disarmament education and activities. The Foundation produces, and distributes to every school, a brochure on Schools Peace Week,[6] which includes ideas and resources for teachers and schools to use.

55. The Peace Foundation is represented on the Advisory Group on Disarmament and Non-Proliferation Education (see para. 52 above and recommendation 2). The Foundation made available to the Advisory Group a range of educational resources prepared for educators from pre-school to secondary school to assist in developing suitable online and print resources.

56. The Peace Foundation has encouraged the Government of New Zealand to appoint non-governmental advisers to United Nations disarmament related meetings (recommendation 8). The Foundation's members have themselves been appointed members of delegations to United Nations special sessions on disarmament, meetings of the United Nations Regional Centre for Peace and Disarmament in Asia and the Pacific and meetings of treaty bodies, including those of the Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on Their Destruction[7] and the Non-Proliferation Treaty.

57. The Peace Foundation works in collaboration with the Parliamentary Network for Nuclear Disarmament to educate parliamentarians about nuclear disarmament issues and to encourage them to engage in international disarmament meetings, including the Non-Proliferation Treaty meetings.

Recommendation 10

58. In 2002 Christchurch became New Zealand's biggest Peace City as part of the celebrations marking the twentieth anniversary of becoming New Zealand's first nuclear-free city. Some of the proposals adopted by the city were the creation of a peace park, a range of peace festivals, arts and education activities, a peace library and peace archives, peace displays, a web site, friendship links with Hiroshima and Nagasaki, welcoming peace signs to the city and the granting of special peace awards. There was also a proposal to develop an international centre for conflict resolution in Christchurch. The Peace Foundation has played an integral part in promoting those initiatives and in helping re-establish a course in peace and disarmament education at the University of Canterbury. Details of the Peace City accomplishments so far can be seen on the City Council peace web site: (www.ccc.govt.nz/Christchurch/PeaceCity).

Recommendation 18

59. The Peace Foundation undertakes a number of activities related to this recommendation, including:

(a) Producing resources for parents;

(b) Distributing additional complementary resources produced by other educational organizations;

[7] See CD/1478.

(c) Running workshops for parents on conflict resolution, healthy families and mediation;

(d) Promoting alternatives to war toys through educational material and public war toy amnesties;

(e) Production of an interactive CD-ROM on how to deal constructively with anger;

(f) Running the Cool Schools Parents' Programme to teach parents the same mediation skills their children are utilizing;

(g) Running the Healthy Families Programme for parents;

(h) Forming relationships with organizations working to prevent family violence.

Recommendation 23

60. The Peace Foundation runs training workshops for teachers and teacher trainees and leads classes in schools as part of its Schools' Outreach Programme, utilizing a full range of pedagogical methods.

61. The Peace Foundation has a library of videos and photographic displays available for schools and organizes photographic displays in libraries and museums, including displays about the life of Mahatma Gandhi and the atomic bombings of Hiroshima and Nagasaki.

62. The Peace Foundation also manages the Cool Schools Peer Mediation Programme, introduced into half of the schools in Aotearoa New Zealand, which trains students to mediate conflicts between their peers and to be assigned as official mediators in the school. At the secondary level, student mediators relate the skills they have learned to international mediations, including those relating to disarmament and non-proliferation.

D. International Association of University Presidents

Recommendations 4, 6 and 12

63. The International Association of University Presidents (IAUP) Commission on Disarmament Education, Conflict Resolution and Peace is a joint IAUP and United Nations commission that has been meeting at the United Nations (usually twice a year), with support from the Department for Disarmament Affairs, since 1990. Its aim is to promote peace and disarmament in society through education and to assist in the coordination of educational programmes in disarmament education, conflict resolution and peace. The latest international conference it sponsored with funding from UNESCO was entitled "Mosaic for Peace" and was held at De La Salle University in Manila in March 2004.

E. Examples of disarmament and non-proliferation education programmes

Recommendation 6

64. Though there are many disarmament and non-proliferation education programmes in existence, the Department of Disarmament Affairs received details on two programmes of particular interest. Additional information is available upon request.

65. The 2004 Teaching Non-Proliferation Summer Institute was held at the University of North Carolina at Asheville (United States) in June 2004. In addition to practical training on curriculum development, participants attended lectures, seminars and panel discussions tackling a wide range of questions from nuclear-weapon technology to the threat of nuclear terrorism.

66. The United Nations Association in Canada is the sponsor of an innovative programme due to begin in the third quarter of 2004, which is designed for Canadian secondary schools with the main goal of increasing the level of knowledge and engagement among students in issues of disarmament, non-proliferation and global human security. Entitled *A World Without Weapons: Disarmament Education Programme*, the programme consists of a comprehensive guide for teachers and an online manual for students. The teacher's guide provides background information, connections to provincial and territorial curriculums and six lesson plans that incorporate disarmament and non-proliferation issues and their implications to human security, as well as students' expected learning outcomes. Each lesson plan is participatory in nature and contains case studies that encourage students to think critically and to undertake specific follow-up actions to bring about positive global change. *A World Without Weapons* is available in English and French. The Ministry of Foreign Affairs of Canada, the Department of National Defence, and the Simons Foundation are key supporters of the programme.

V. Conclusions

67. **In the two years since the publication of the United Nations study on disarmament and non-proliferation, international developments, in particular relating to war and weapons of mass destruction, became "teachable" moments in classrooms around the world. Opportunities arose for discussions and lessons that could assist young people in grappling with the burning issues of the day by enriching their knowledge base and assisting them in formulating considered opinions. The need for teacher training and curriculum development in the field is great.**

68. **The United Nations study helped to advance disarmament education and training in non-proliferation among Member States in a focused manner and encouraged partnerships between Governments and non-governmental organizations, especially academic institutions.**

69. **Further, it fostered greater exchange of information, cooperation and project collaboration within the United Nations and among the organizations of the United Nations system, including treaty bodies. It also spurred on partnerships between the United Nations and disarmament and non-**

proliferation educators and opened doors to greater possibilities. Since the publication of the United Nations study, the Department for Disarmament Affairs has renewed its emphasis on education and served as a focal point for activity on the issue, reallocating human and financial resources to the task where possible.

70. **Unfortunately, the funding environment for disarmament and non-proliferation programmes and projects, whether in the public or non-governmental sectors, has not been positive. An added emphasis by the General Assembly on the need for financial support for national, regional and international disarmament and non-proliferation education programmes and projects would assist in fund-raising.**